

BATES MIDDLE

715 Estate St.
Sumter, South Carolina 29150

GRADES 6-8 Middle School

ENROLLMENT 798 Students

PRINCIPAL Anthony Graham 803-775-0711

SUPERINTENDENT Zona W. Jefferson, Ph D 803-469-8536

BOARD CHAIR Mr. Bobby L. Matthews 803-773-6080

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	15	27	7	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No

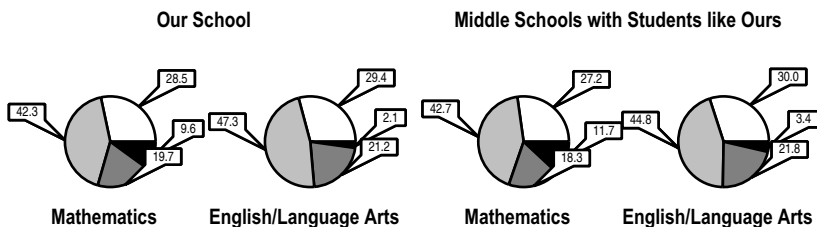
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	739	99.5	29.0	47.6	21.3	2.1	32.6	Yes	Yes
Gender									
Male	381	99.0	33.6	46.9	18.4	1.1	28.0		
Female	358	100.0	24.1	48.3	24.4	3.1	37.5		
Racial/Ethnic Group									
White	293	99.7	13.8	49.5	32.9	3.8	48.4	Yes	Yes
African-American	434	99.3	39.0	46.9	13.1	0.9	21.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	653	99.9	25.5	48.5	23.7	2.3	35.8		
Disabled	86	96.5	56.8	40.7	2.5	0.0	7.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	739	99.5	29.0	47.6	21.3	2.1	32.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	739	99.5	29.0	47.6	21.3	2.1	32.6		
Socio-Economic Status									
Subsidized meals	386	99.0	40.5	47.4	11.4	0.8	20.1	Yes	Yes
Full-pay meals	353	100.0	16.6	47.9	32.1	3.4	46.1		

Mathematics - State Performance Objective = 15.5%									
All Students	739	99.7	28.3	42.4	19.8	9.6	39.8	Yes	Yes
Gender									
Male	381	99.5	30.8	41.1	18.0	10.1	39.0		
Female	358	100.0	25.6	43.8	21.6	9.1	40.6		
Racial/Ethnic Group									
White	293	100.0	13.8	41.4	29.3	15.5	59.0	Yes	Yes
African American	434	99.5	38.4	43.3	13.3	4.9	26.5	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	653	100.0	22.9	44.7	21.9	10.5	43.9		
Disabled	86	97.7	70.7	24.4	2.4	2.4	7.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	739	99.7	28.3	42.4	19.8	9.6	39.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	739	99.7	28.3	42.4	19.8	9.6	39.8		
Socio-Economic Status									
Subsidized meals	386	99.5	37.6	45.5	11.8	5.0	26.8	Yes	Yes
Full-pay meals	353	100.0	18.1	39.0	28.4	14.6	53.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	257	98.1	29.6	39.2	26.3	5.0	31.3
	Grade 7	248	98.8	30.0	45.9	22.3	1.8	24.1
	Grade 8	277	99.6	37.5	45.2	16.2	1.1	17.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	249	99.2	28.2	43.3	26.9	1.6	28.6
	Grade 7	260	99.6	29.8	50.6	17.6	2.0	19.6
	Grade 8	231	99.6	29.1	49.8	18.5	2.6	21.1

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	257	99.6	29.5	41.0	16.0	13.5	29.5
	Grade 7	248	99.6	33.2	45.7	11.7	9.4	21.1
	Grade 8	277	99.6	37.1	48.2	11.4	3.3	14.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	249	99.2	17.1	39.2	32.2	11.4	43.7
	Grade 7	260	100.0	33.2	39.5	14.8	12.5	27.3
	Grade 8	231	100.0	34.6	49.6	11.8	3.9	15.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 798)				
Students enrolled in high school credit courses (grades 7 & 8)	7.8%	Down from 10.6%	12.9%	14.6%
Retention rate	3.8%	Up from 0.7%	3.1%	3.0%
Attendance rate	95.8%	Up from 95.7%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.3%		5.5%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.7%		5.4%	5.3%
Eligible for gifted and talented	16.7%	Down from 17.2%	17.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.0%	Up from 10.9%	14.6%	13.9%
Older than usual for grade	4.3%	Down from 5.5%	3.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 8.4%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	52.2%	Up from 49.0%	48.0%	48.7%
Continuing contract teachers	73.9%	Up from 64.7%	86.4%	81.7%
Highly qualified teachers**	89.2%	N/A	91.3%	90.4%
Teachers with emergency or provisional certificates	17.1%		4.0%	5.3%
Teachers returning from previous year	76.3%	Up from 74.6%	87.4%	85.1%
Teacher attendance rate	95.4%	Up from 94.8%	94.8%	94.8%
Average teacher salary	\$38,881	Up 7.7%	\$40,665	\$40,566
Prof. development days/teacher	11.9 days	Down from 13.5 days	10.8 days	11.0 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	3.3
Student-teacher ratio in core subjects	27.9 to 1	Up from 22.9 to 1	22.3 to 1	21.3 to 1
Prime instructional time	89.5%	Up from 87.5%	89.3%	89.3%
Dollars spent per pupil*	\$5,066	Down 8.3%	\$5,636	\$5,821
Percent of expenditures for teacher salaries*	62.0%	Up from 59.5%	62.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.3%	Up from 92.9%	94.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bates Middle School (BMS) continues to embrace a long tradition of excellence with marked achievement for the 2003-2004 school year. Curriculum was enhanced with the transition to a six period daily schedule which extended class time by twenty percent and facilitated student engagement while reducing the time spent in common areas. Writing Across the Curriculum (WAC) was implemented to provide opportunities for all teachers to support the grammar, composition, and organizational process of writing. A conflict resolution program, Peer Mediation, was expanded as twenty-four students received training as peer mediators. All students completed the Measures of Academic Progress (MAP) which is a diagnostic assessment that identifies student strengths and weaknesses. Test results allowed teachers to set individual goals for students and track growth in math, reading, and language arts skills. The daily schedule was adjusted to accommodate small group instruction based on MAP scores in order to address deficient skills. BMS staff participated in a literacy initiative in coordination with Winthrop University and the Southern Region Educational Board (SREB). BMS staff attended standards implementation workshops sponsored by an SREB consultant. English/Language Arts students were exposed to poetry workshops hosted by the University of South Carolina. Vertical teaming occurred with the elementary feeder schools and Sumter High School in order to address student needs, strengths, weaknesses, and expectations to promote success at the next grade level. The math curriculum benefited from a grant to improve math teaching skills in order to enhance student learning via the use of technology. The BMS award-winning fine arts program proudly boasts a much needed state of the art band and music facility addition. The BMS band was awarded the prestigious Outstanding Performance Award for the 20th consecutive year.

We continue efforts to address the everyday challenges of school which include:

1) increase parental involvement; 2) challenge and motivate students to achieve at all levels; 3) move students at least one level above their current PACT performance while maintaining excellence for those scoring advanced; 4) reassess curriculum needs; 5) recruit and retain dedicated professional staff; and 6) challenge students to involve themselves in school and community activities.

BMS takes great pride in students, school, and community. We look forward to opportunities and challenges as we prepare our students for future success.

Anthony Graham
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	223	83
Percent satisfied with learning environment	88.6%	66.2%	72.3%
Percent satisfied with social and physical environment	97.7%	71.7%	63.9%
Percent satisfied with home-school relations	53.5%	76.4%	43.9%

*Only students at the highest middle school grade level at this school and their parents were included.